

2019 Annual Report to The School Community



School Name: Swan Hill North Primary School (4743)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 24 March 2020 at 03:40 PM by Martin Gray (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 November 2020 at 02:55 PM by Brenden Sutton (School Council President)

About Our School

School context

The school runs a dual focus on Personal and Academic development. The personal development is underpinned by the Positive Education program which incorporates the school's values are 'Respect', 'Resilience' and 'Responsibility' as well as Termly focus every year on: Empathy (Bucket Filling), Growth Mindset, Gratitude & Mindfulness. The academic focus of the school is based on what the best available research tells us, much of this is now encompassed in the HITS (High Impact Teaching Strategies). We have a commitment to our community and families to provide the most 'effective' teaching and learning practises in our classrooms, based on research and evidence. It is extremely important to us as a school, that we are not drawn into the fads and fashion that abounds in education, so as to use programs that are in-effective, this requires the leaders and staff to do the due diligence in unpacking any new idea, research or program. We as a school are focused on improvement not change and this has ensured that staff have had consistency and that programs are not chopping and changing. Ultimately this is aimed to have outstanding, evidenced based programs that will ensure our students make the necessary gains.

Swan Hill North Primary School had approximately 230 students in grades Foundation to 6 in 2019. The school has 14 equivalent full-time teaching staff, 2.0 principal class and 18 teachers including three Leading Teachers. There are 2 Educational Support Staff, 1 Speech pathologist, a Chaplain and 2 Business Mangers. Specialist teaching staff include Physical Education, Music, Indonesian and ICT. These specialist programs add to a diverse range of core and extra-curricular activities, which support the broader vision of the curriculum and the holistic vision of the school of 'learning for life'

Framework for Improving Student Outcomes (FISO)

In 2019 our FISO focus was on 'Excellence in Teaching and Learning'. This work was highlighted by the continued development of our curriculum teams (Reading, Writing and Maths). Each team collaborated to produce an Ambrose Plan that was revisited and monitored throughout the term. This not only built staff curriculum knowledge but also built the capacity of staff to research, plan and implement improvement initiatives at the whole school level. Work has also continued around the use of purposeful data which resulted in the trial and adoption of the Essential Assessments Framework for Mathematics from F-4.

The continued use and development of Data Walls and Case Studying/Management also kept the focus on student 'growth' rather than 'achievement'.

Staff also continued to investigate the 'HITS' and focused on 'feedback'. Again, staff were involved in the cycle of research, trial and building agreement about what feedback looks like at Swan Hill North Primary. Much of the work centred around the importance of being 'mobile' and providing timely, relevant feedback.

Achievement

The school has continued its pleasing academic results in the Australia wide testing regime NAPLAN. The school's academic success continues to be based on the understanding that academic success can be capped if the social/emotional supports are not in place. Academic success is supported by the focus on both the 'what' we teach (curriculum) but also 'how' we teach (instruction). This was achieved in 2019 through focusing on the High Impact Teaching Strategies (HITS) but also curriculum focused professional learning communities. The positive education program continues to support the social/emotional development of students and has also included the introduction of the Respectful Relationships framework.

Our Year 3 NAPLAN achievement data (in both Reading and Numeracy) was 'similar', when matched with schools of a comparable profile which mirrors the 2018 data. The introduction of more targeted assessments (Essential Assessments) along with an explicit focus on consistency in teaching across the school aims to boost the achievement data.

The Year 5 NAPLAN achievement data in Reading was above 'similar' schools which suggests some of the actions introduced in 2019 are beginning to take effect. Achievement data in Numeracy was similar when matched with

schools of comparable profile, however, this was much lower than the state average. Again, we believe that the planned introductions of various frameworks should improve this data in 2020.

2019 NAPLAN 'Learning Gain' showed some improvement with fewer students making 'low' gain than in 2018 however, this appeared to be at the expense of 'high' gain where there was less improvement. This was below our target of 25% of students making high gain. All curriculum teams are aware of this data and are working towards addressing these deficiencies. The reading team are focusing on 'reading comprehension' and the maths team are supporting the rollout of 'Essential Assessment' which further aims to provide staff with relevant data to ensure point of need instruction.

Engagement

Overall student attendance data in 2019 showed us to be above 'Similar' schools and quite similar to the State average.

The Positive Education (Psychology) program has grown and become more refined at the school. Each year the school has a term focus: Term 1 - Bucket Filling (Empathy), Term 2 - Growth Mindset, Term 3 - Gratitude and Term 4 - Mindfulness, to drive the concepts of Positive Education. The Respectful Relationships framework has also been introduced to support the Positive Education program. In 2019 Tribes (Houses) became a significant part of the school in our efforts to build school pride, both student to student, and teacher to student.

The Student Attitudes to School survey shows that students' connectedness to school is below 'similar' schools. This was identified in the recent school review process and improving 'student voice' will be a goal in the school strategic plan. The continuation of the Student Representative Council (SRC), Hands on Learning and the introduction of a Communities Partnership program will aim to address this area.

Wellbeing

2019 saw the introduction of the School-wide Positive Behaviour Supports (SWPBS) framework. This makes expected behaviours and the management of student behaviour explicit to both staff and students. Discussion and posters detailing the definition of 'bullying' is also in place to address the results of the Attitudes to School Survey which is below 'similar' schools.

We have continued the Kids Hope World Vision 1:1 mentoring program. Approximately 15 students have been mentored through this program for one hour per week across 2019. The MESH social skills program has supported many students across the school. Additionally, the school chaplain has also provided significant support at a 1:1 level and classroom level.

Financial performance and position

Funding has been received from various government sources in conjunction with locally raised funds such as, donations, hire of facilities, fundraising activities and parent supported materials and levies. This has allowed the school to deliver resource allocations to each learning area.

The Parent's Club is to be commended on their efforts during 2019. They actively planned and ran disco and movie nights, Friday lunch orders, raffles and soft drink sales at the school concert. These activities were a huge success in promoting our school in the community and with funds raised, the Parent's Club purchased many much-needed items for the students and school.

The Credit allocation in the Student Resource Package enabled the school to maximise our staffing profile, maintenance of low class sizes and provide a range of specialist programs including Physical Education, Music, Indonesian and Information Technology. Credit funds also provide support for learning programs and ongoing additional support for children with special learning needs and behaviour challenges not supported through the D & I Program.

During 2019 Swan Hill North Primary School once again received approximately \$20,000 National School Chaplaincy funding to supplement the salary of our school chaplain and funding from the Sporting Schools Program to deliver a range of sporting activities to our children. Our plans for the future require a sustainable budget which will allow for the continued provision of a safe and engaging learning environment, enabling all students the opportunity to achieve their personal best .

For more detailed information regarding our school please visit our website at
<https://www.shnps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 226 students were enrolled at this school in 2019, 103 female and 123 male.

10 percent were EAL (English as an Additional Language) students and 13 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

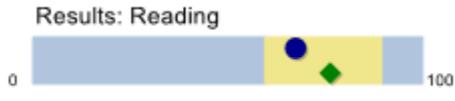
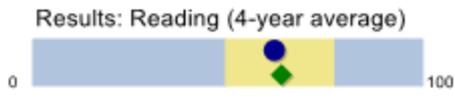
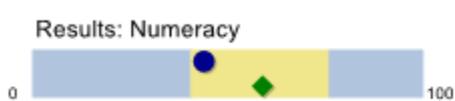
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Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Similar </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Similar </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Similar </p>		

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>92 %</td> <td>96 %</td> <td>92 %</td> <td>96 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	96 %	92 %	96 %	91 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	96 %	92 %	96 %	91 %	90 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,121,473	High Yield Investment Account	\$9,285
Government Provided DET Grants	\$297,003	Official Account	\$15,395
Government Grants Commonwealth	\$1,111	Total Funds Available	\$24,680
Government Grants State	\$1,097		
Revenue Other	\$12,008		
Locally Raised Funds	\$119,207		
Total Operating Revenue	\$2,551,900		
Equity¹			
Equity (Social Disadvantage)	\$313,347		
Equity Total	\$313,347		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,166,325	Operating Reserve	\$24,680
Books & Publications	\$276	School Based Programs	\$11,348
Communication Costs	\$2,242	Funds for Committees/Shared Arrangements	\$3,000
Consumables	\$54,603	Maintenance - Buildings/Grounds < 12 months	\$10,000
Miscellaneous Expense ³	\$86,760	Total Financial Commitments	\$49,028
Professional Development	\$10,692		
Property and Equipment Services	\$142,364		
Salaries & Allowances ⁴	\$134,372		
Trading & Fundraising	\$25,521		
Travel & Subsistence	\$3,233		
Utilities	\$31,773		
Total Operating Expenditure	\$2,658,161		
Net Operating Surplus/-Deficit	(\$106,261)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

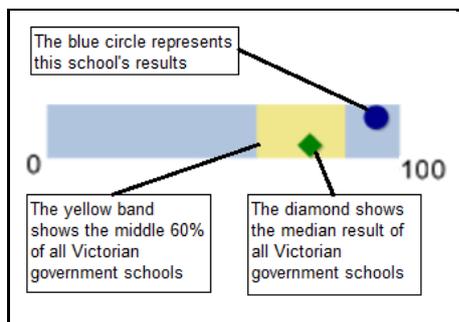
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').